

**St Paul's**  
CATHOLIC SCHOOL

# Sixth Form Courses

September 2025

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# Sixth Form Choices

## Sixth Form Pastoral Leadership Team

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We offer the opportunity to take English and Maths GCSE again for all students who do not secure a standard pass (grade 4) at GCSE.

## Things to consider

- Add the EPQ if you are on the Excellence & A Level only pathway and plan to go to university in the future. Universities value the qualification and it allows you to study a particular area in greater depth.
- Add Statistical Techniques, Critical Path & Risk Analysis or Graphical Techniques if you are on any of the Level 3 programmes that have an element of Maths content (and you are not studying A-Level Maths).
- Add Statistical Techniques, Critical Path & Risk Analysis or Graphical Techniques as a valued qualification by universities and future employers.



- NEA 100% Look out for this symbol, because this indicates that the qualification includes coursework (non-examination assessment: NEA).

- Consider “families” of subjects. It is often very good to study subjects that complement each other.

**Finally: make sure you are choosing courses in the Sixth Form that interest you and that you will meet the entry requirements for.**

### Excellence Pathway

**Average grade 7+  
across 8 subjects**

This pathway is designed for students who probably want to progress to higher education at Oxbridge or Russell Group universities. Students will study 3 A-levels. In addition all students will also study either mathematical techniques or EPQ and they will be part of the academic excellence mentoring programme. Students need to have achieved an average grade of 7+ across 8 subjects and meet subject specific entry requirements.

### A level only Pathway

**Average grade 4+  
across 8 subjects**

This pathway is designed for students who probably want to progress to higher education or degree level apprenticeships. Students will study 3 A-levels. In addition most students will also study either mathematical techniques or EPQ. Students need to have achieved an average grade of 4+ across 8 subjects and meet subject specific entry requirements.

### T level only Pathway

**Average grade 4+  
across 8 subjects**

This pathway is designed for students who probably want to progress to higher education, degree level apprenticeships, apprenticeships, or employment within a specific sector. Students will study 1 T-level. Students need to have achieved an average grade of 4+ across 8 subjects and meet subject specific entry requirement.

### Blended academic Pathway

**Average grade 3+  
across 8 subjects**

This pathway is designed for students who probably want to progress to higher education or degree level apprenticeships. Students will study a blend of AAQs, legacy vocational qualifications, or A-levels. Some students may choose to study mathematical techniques too. Students need to have achieved an average grade of 3+ across 8 subjects and meet subject specific entry requirements.

### Legacy Vocational & AAQ Pathway

**Average grade 3+  
across 8 subjects**

This pathway is designed for students who probably want to progress to higher education, degree level apprenticeships, apprenticeships, or employment within a specific sector. Students will study a blend of AAQs and legacy vocational qualifications. Students need to have achieved an average grade of 3+ across 8 subjects and meet subject specific entry requirements.

### Level 2 Pathway

**Average grade below 3  
across 8 subjects**

This one year pathway is designed for students who need a little more time to pass their GCSE in English and/or Maths. Alongside this students will study a level 2 vocational course in either Science or Business.



# The Extended Project

(Equivalent to half an A-Level)

## Extended Project Qualification (EPQ)

The EPQ allows students to embark on a largely self-directed and self-motivated project. Students can choose to work on any topic that is academically challenging and present their work in any appropriate format. Many choose to do a research based written report, such as an essay or scientific journal article, but others produce documentaries, theatre and film scripts, pieces of furniture and fashion and so forth. The students are only limited by their own imagination. The students are encouraged to recruit an expert to guide them in their chosen field and St Paul's has been lucky enough to be supported by local midwives, doctors and photographers as well as a famous FBI agent, a journalist from Al Jazeera, the Royal Curator and the radio 1 DJ Trevor Nelson.

St Paul's has built close links with the Open University which has helped our students to appreciate and produce work of a university standard.

This appreciation of independent, academic rigour not only prepares students for university and the world of work but allows a majority of the students on the course to produce work of an A or A\* standard.

Two students recently received offers to publish their work in scientific journals. Success in the EPQ is highly regarded by universities who, in our experience, give students reduced offers and it allows students to 'stand out from the crowd' during interviews for the top universities.

Alongside a taught academic skills component students are expected to manage their own work, come to their own evidence based conclusions and reflect both upon the quality of their work and the journey they have taken. This reflective approach allows students to truly appreciate all that they have learnt, and the skills they have developed, and allows them to approach their university studies in a more mature and confident manner.

Below is a sample of recent projects to give you a flavour of this diverse and rewarding course:

'Bored of the USA,' despite its origins in 1970s America the punk movement defined itself against political Britain. Why was this the case?'

'An exploration into the role of a fashion photographer through the execution of a photoshoot inspired by Tim Walker, promoting a pair of trainers.'

'Writing a book about Queen Victoria in Braille for the primary school market.'

'Could Britain have cracked Enigma without Alan Turing?'

'To what extent was the control of the 2014 West African Ebola outbreak effective in reducing the number of deaths, and how could the methods used be improved for possible future outbreaks?'

Please see the video on the following website to learn more:

[www.aqa.org.uk/programmes/aqa-baccalaureate/extended-project/the-aqa-epq](http://www.aqa.org.uk/programmes/aqa-baccalaureate/extended-project/the-aqa-epq)

## Entry Requirements

Excellence and A-level pathway.

# Statistical Techniques:

## Level 3 Mathematical Studies for Biology, Geography, Social Sciences, DT

Examination Board: AQA

### Why study Statistical Techniques?

The Statistical Techniques course has been developed to support your learning and understanding of the mathematical elements of subjects and topics that rely on being able to interpret and manipulate data. The course also focuses on becoming skilful at applying mathematics to other real-life situations such as personal finance, estimating and understanding and interpreting data and developing the transferrable skills of:

- Discussing problems and explaining your thinking – Sometimes, there's no single 'right' answer
- How to analyse data and interpret the results
- How to communicate your findings and use them to justify your argument

These skills will be useful in your other subjects and help you question and criticise statements based on data, such as surprising claims made by the media. These are all really useful skills for your future, whatever direction you go in.

### Course Content and Assessment

It is taught as a two-year course in one double lesson per week. As this is a qualification designed to support the other subjects we do not set homework each week however we do offer guidance on resources for students who would like to do more. Assessment is by two terminal examination papers. Calculators are allowed on both papers and are loaned to students for the duration of the course.

### Progression

Statistical Techniques can help with further study of Biology, Geography, Social Sciences and many other data-rich professions. Continuing to study maths could make a huge difference in whether you achieve your future aims. Even if you're unsure what you want to do, it will help keep your options open. This course is equivalent to an AS-level, is graded A-E, can be used in your UCAS application, and can even reduce your university offer. Having a Level 3 qualification in a Mathematics course improves your competitive edge and can help you to stand out from the crowd.

### Entry Requirements

Statistical Techniques is a Level 3 qualification for students who achieved at least a Grade 4 at GCSE Mathematics and who wish to develop their practical Mathematics skills for the real world, be it in work, study or everyday life.

### Further Information

Further details are available from the Head of Mathematics, Natasha Clark  
[natasha.clark@st-pauls.org.uk](mailto:natasha.clark@st-pauls.org.uk)

### A suitable candidate for the study of Statistical Techniques:

- Is studying Biology, Geography, Social Sciences or another course with statistical elements
- Is not studying A-Level Mathematics
- Has an interest in developing their understanding of 'real life' Mathematics.
- Wants to develop their understanding of managing personal finances.
- Is able to manage their time efficiently
- Is interested in the vocational applications of Mathematics

# Critical Path & Risk Analysis: Level 3 Mathematical Studies for Business and Economics, DT

Examination Board: AQA

## Why study Critical Path & Risk Analysis?

The Critical Path & Risk Analysis course has been developed to support your learning and understanding of the mathematical elements of subjects and topics that rely on being able to analyse & evaluate approaches and situations and carry out project management and planning.

The course also focuses on becoming skilful at applying mathematics to other real-life situations such as personal finance, estimating and understanding and interpreting data and developing the transferrable skills of:

- Discussing problems and explaining your thinking – Sometimes, there's no single 'right' answer
- How to analyse data and interpret the results
- How to communicate your findings and use them to justify your argument

These skills will be useful in your other subjects and help you question and criticise statements based on data, such as surprising claims made by the media. These are all really useful skills for your future, whatever direction you go in.

### Course Content and Assessment

It is taught as a two-year course in one double lesson per week. As this is a qualification designed to support the other subjects we do not set homework each week however we do offer guidance on resources for students who would like to do more. Assessment is by two terminal examination papers. Calculators are allowed on both papers and are loaned to students for the duration of the course.

### Progression

Statistical Techniques can help with further study of Business, Economics and many other professions which require you to plan and manage significant projects. Continuing to study maths could make a huge difference in whether you achieve your future aims. Even if you're unsure what you want to do, it will help keep your options open. This course is equivalent to an AS-level, is graded A-E, can be used in your UCAS application, and can even reduce your university offer. Having a Level 3 qualification in a Mathematics course improves your competitive edge and can help you to stand out from the crowd.

### Entry Requirements

Critical Path & Risk Analysis is a Level 3 qualification for students who achieved at least a Grade 4 at GCSE Mathematics and who wish to develop their practical Mathematics skills for the real world, be it in work, study or everyday life.

### Further Information

Further details are available from the Head of Mathematics, Natasha Clark  
[natasha.clark@st-pauls.org.uk](mailto:natasha.clark@st-pauls.org.uk)

A suitable candidate for the study of Critical Path & Risk Analysis:

- Is studying Business, Economics or another course with project management or analytical demands
- Is not studying A-Level Mathematics
- Has an interest in developing their understanding of 'real life' Mathematics.
- Wants to develop their understanding of managing personal finances.
- Is able to manage their time efficiently
- Is interested in the vocational applications of Mathematics.

# Graphical Techniques:

## Level 3 Mathematical Studies for Physics, Chemistry, Science, DT

Examination Board: AQA

### Why study Graphical Techniques?

The Statistical Techniques course has been developed to support your learning and understanding of the The Graphical Techniques course has been developed to support your learning and understanding of the mathematical elements of subjects and topics that rely on being able to interpret graphs, kinematics and exponential growth & decay.

The course also focuses on becoming skilful at applying mathematics to other real-life situations such as personal finance, estimating and understanding and interpreting data and developing the transferrable skills of:

- Discussing problems and explaining your thinking – Sometimes, there's no single 'right' answer
- How to analyse data and interpret the results
- How to communicate your findings and use them to justify your argument

These skills will be useful in your other subjects and help you question and criticise statements based on data, such as surprising claims made by the media. These are all really useful skills for your future, whatever direction you go in.

### Course Content and Assessment

It is taught as a two-year course in one double lesson per week. As this is a qualification designed to support the other subjects we do not set homework each week however we do offer guidance on resources for students who would like to do more. Assessment is by two terminal examination papers. Calculators are allowed on both papers and are loaned to students for the duration of the course.

### Progression

Graphical Techniques can help with further study of Physics, Chemistry, Science and many other graph-rich. Continuing to study maths could make a huge difference in whether you achieve your future aims. Even if you're unsure what you want to do, it will help keep your options open. This course is equivalent to an AS-level, is graded A-E, can be used in your UCAS application, and can even reduce your university offer. Having a Level 3 qualification in a Mathematics course improves your competitive edge and can help you to stand out from the crowd.

### Entry Requirements

Graphical Techniques is a Level 3 qualification for students who achieved at least a Grade 4 at GCSE Mathematics and who wish to develop their practical Mathematics skills for the real world, be it in work, study or everyday life.

### Further Information

Further details are available from the Head of Mathematics, Natasha Clark  
[natasha.clark@st-pauls.org.uk](mailto:natasha.clark@st-pauls.org.uk)

A suitable candidate for the study of Graphical Techniques:

- Is studying Physics, Chemistry, Science or another course with graphical elements or study of kinematics
- Is not studying A-Level Mathematics
- Has an interest in developing their understanding of 'real life' Mathematics.
- Wants to develop their understanding of managing personal finances.
- Is able to manage their time efficiently
- Is interested in the vocational applications of Mathematics

# The Bridging Progr

This is a one year programme designed for those young people who wish to enhance their suite of qualifications before moving on to Level 3 qualifications or apprenticeships. You'll find the **technical content** and **practical approach** you'll need to help you prepare for your next steps, whether that's an **apprenticeship, employment** or **further study** at level 3.

## Why choose to stay on in the Sixth Form?

- Plenty of support in a familiar environment. A fantastic opportunity to prepare for your next steps.

## What should I study?

- We have two bridging pathways – Business or Science.

# Vocational Option: Business

Examination Board: Pearson

## Why study BTEC Level 2 Technical Certificate in Business Enterprise?

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth and to ensure that businesses survive in this fast changing world. Enterprising skills can help learners be a real asset to an organisation, as well as giving them the basis on which to develop entrepreneurial skills for running their own enterprise in the future.

### Course Content

Learners need to complete and achieve four mandatory units:

- Unit 1 – The Business Enterprise Environment
- Unit 2 - Researching a concept for a New or Revised Product or Service
- Unit 3 - Promoting and Financing an Enterprise Idea
- Unit 4 - Planning and Pitching an Enterprise Idea 60

All units are assessed and graded by teachers, except Finance for Business and Principles of Marketing. Both of these units are assessed by an external examination. A qualification is awarded to all students who successfully complete a combination of units that equate to an overall grade. Grades awarded are Pass, Merit, Distinction, or Distinction\*.

### Progression

With further training or study students may progress into Business related careers such as Accounting, Administration, Customer Service, Finance, IT, Personnel or Sales.

A BTEC Level 2 Technical Certificate in Business Enterprise provides a solid foundation for employment and more advanced courses such as a BTEC Level 3 qualification.



English and Maths GCSE  
Sector specific work experience



## Vocational Option: Science

Examination Board: Pearson

### Why study BTEC First Extended Certificate in Applied Science?

The Science sector is one of the largest and most diverse sectors in the UK, including, for example, Biomedical, Pharmaceutical, Food, Forensic, Dental, Health, Physical and Chemical Science. There are approximately 5.8 million people employed in Science-related occupations in the UK. BTEC First Extended Certificate in Applied Science has been designed so learners can get set for success in their chosen field.

#### Course Content

8 compulsory units

Unit 1 – Principles and Applications of Science

Unit 2 – Chemistry and Our Earth

Unit 3 – Energy and Our Universe

Unit 4 – Biology and Our Environment

Unit 5 – Application of Chemical Substances

Unit 6 – Application of Physical Science

Unit 7 – Health Application of Life Science

Unit 8 – Scientific Skills

4 Optional Units

The School chooses 4 units from units 9 – 24

#### Entry Requirements for the Bridging Programme

Students who achieve an average grade below 3 across 8 subjects will be able to follow a Level 2 Bridging Programme. All students following the Level 2 BTEC Certificate will also study for GCSE English Language and GCSE Mathematics, unless they have already achieved a minimum of a Grade 4 in those subjects.

#### Progression

A BTEC First Extended Certificate in Applied Science provides a solid foundation for employment and more advanced courses such as a BTEC Level 3 qualification.

# A-Level Art, Craft and Design



Examination Board: Edexcel

## Why study Art?

*“If you love making art, you’ll miss it when it’s gone. If you choose to study Art, chances are, it will be your favourite class of the day” – Amiria Gale.*

In addition to conventional careers such as Architecture, Interior Design or Fine Art related occupations the development of the internet has created an outburst of exciting, creative, professions. Most businesses have an online presence requiring Web Designers, App Designers, Graphic Designers, Illustrators, Animation Artists and Multimedia Artists to name but a few emerging roles.

Not only will an A-Level in Art and Design develop your technical skills with a wide range of materials but it will boost your hand-eye co-ordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. By the end of the course successful students are focused, able communicators with the ability to look at things anew in an organised manner.

### Course Content and Assessment

During the first year of the course students will investigate and experiment with a wide range of materials in order to develop their understanding and improve their technical ability with a variety of media and processes. At A-Level students will get the chance to try techniques they may not have had the chance to try at GCSE level such as screen printing, dry-point etching and oil painting. Students will have the opportunity to explore a range of starting points and be encouraged to take risks and be adventurous in their work. Students will be expected to use their independent study time effectively in order to make rapid progress and are welcome to use the Art Department facilities during this time.

**Component 1:** This is a practical investigation supported by written material. Students are required to conduct a personal investigation, into an idea, issue, concept or theme of their choosing, supported by an essay of 1500-3000 words. Component one makes up 60% of the course.

**Component 2:** For the externally set assignment students will be given a theme set by the exam board. Through research and practical experimentation students will develop a body of work that explores this theme. Students will be given eight weeks preparatory time and 15 hours exam time to create final outcomes. Component two makes up 40% of the course.

### Further Information

For more information on the course log on to: [www.edexcel.co.uk](http://www.edexcel.co.uk) or come to the Art Department to discuss course requirements and expectations.

### Entry Requirements

These should include Art and English at Grade 4 minimum. A student who has not studied for a GCSE in Art may be considered after the submission of a portfolio of work and/or an essay.

A suitable candidate for the study of A-Level Art and Design:

- Is able to develop sustained ideas with meaning and with contextual links.
- Is able to confidently critically evaluate their own work and the work of others.
- Will be willing to explore and experiment with a range of materials, taking risks in order to develop their work.
- Will be self-motivated and able to work independently.
- Will be creative and imaginative.



# A-Level Biology

Examination Board: OCR

Specification: Biology A

## Why study Biology?

Studying A-Level Biology develops and demonstrates a deep appreciation of the skills, knowledge and understanding of scientific methods. You will develop a competence and confidence in practical, mathematical and problem solving skills. You will have an appreciation for how society makes decisions about scientific issues and how it contributes to the success of the economy and society.

The Biology specification is designed to provide opportunities for students to appreciate a sense of awe and wonder at the scale and impact of natural processes and phenomena: the importance of animals, plants and microorganisms to life on Earth; the place of humankind in the natural world; legal issues relating to genetic engineering; how society makes decisions about scientific issues and how the Sciences contribute to the success of the economy and society.

### Course Content and Assessment

The course is very diverse and covers the most popular aspects of Biology. The specification is divided into 6 modules:

- Module 1 – Development of practical skills in Biology
- Module 2 – Foundations in Biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems

The modules will be assessed through three written examinations, one of which is a synoptic paper and through practical work referred to as 'Practical Endorsements'.

### Progression

By studying A-Level Biology firstly you will demonstrate your ability in a variety of key skills that both universities and employers are looking for. These include skills in practical work, problem solving, collaboration, ICT and numeracy. Regarding employment, the subject can be used in a wide variety of job sectors including Medicine, Physiotherapy, Teaching, Research, Genetics, Forensics, Microbiology, Conservation, Zoology and Botany.

It is a flexible A-Level which combines well with any combination of subjects with success, especially Chemistry, Physics, Mathematics and Geography.

### Where Can I Find More Information About Biology?

Go to:

[www.ocr.org.uk/qualifications/as-A-level-gce-biology-a-h020-h420-from-2015/](http://www.ocr.org.uk/qualifications/as-A-level-gce-biology-a-h020-h420-from-2015/)

for details of the specification and exemplar material.

### Entry Requirements

To study any science at A-level a student must achieve a minimum of a Grade 6 in two sciences, in this case including Biology at GCSE on the higher tier. A grade 4+ in English and Maths is required for A level Biology.

A suitable candidate for the study of A-Level Biology:

- Wants to know why living organisms including humans work in the way that they do.
- Is able to visualise phenomena that can't easily be seen, for example the role of cell membranes and the action of enzymes.
- Is able to discuss their own ideas in answer to unfamiliar Biological scenarios.
- Can perform a wide range of mathematical processes and is able to use these techniques to solve challenging problems in Biology by showing a have-a-go attitude to approach them.
- Uses subject specific terminology in longer complex written answers.
- Has a commitment to working independently outside lesson time.



# A-Level Business Studies

Examination Board: AQA

## Why study Business Studies?

Business is front-page news. The way companies operate is under greater scrutiny than ever before, while TV programmes like The Apprentice and Dragon's Den have raised the profile of Business to a new generation. This course enables students to engage with, explore and understand business behaviour and develop a critical understanding of what Business is and does. It offers students an insight into the world in which they will eventually be working in.

### Course Content and Assessment

**The A-level Business course includes the following topics:**

- What is Business?
- Managers, leadership and decision making.
- Decision making to improve marketing performance.
- Decision making to improve operational performance.
- Decision making to improve financial performance.
- Decision making to improve human resource performance.
- Analysing the strategic position of a business.
- Choosing strategic direction.
- Strategic methods: how to pursue strategies.
- Managing strategic change.

**A-Level Business is assessed by three two hour written exams at the end of the course:**

- Paper 1: Multiple-choice questions, short answer and two essays.
- Paper 2: Three compulsory data response questions.
- Paper 3: One compulsory case study consisting of six questions.

### Progression

The course is designed to lead students towards employment or higher education. Employment opportunities include: Marketing, Event Management, Ecommerce, Finance and Recruitment and degree opportunities include: Business, Marketing, Retail Management, Public Relations and Finance.

### Further Information

Further information on what the course specifically covers can be found on the AQA website [www.aqa.org.uk](http://www.aqa.org.uk). Wider reading of newspapers and watching daily news programmes will help students to gain a broad understanding of topical issues.

### Entry Requirements

A minimum Grade 4+ in Mathematics and English and, if studied, a Grade 4 in GCSE Business. It is also important that students have strong numerical abilities as A-Level Business assesses quantitative skills, making up a minimum of 10% of the overall marks. The skills tested include ratios, averages, fractions, percentages and calculation of profit and loss.

**A suitable candidate for the study of A-Level Business:**

- Is keen to develop their knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues.
- Can apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.
- Can analyse business issues, showing an understanding of the impact on individuals and organisations of external and internal influences.
- Can evaluate qualitative and quantitative information to make informed judgements and propose evidence-based solutions to business issues.
- Is organised, punctual and meets deadlines.
- Shows perseverance in meeting or exceeding targets.
- Is comfortable working independently and collaboratively.
- Develops an awareness of the issues affecting the 'World of Business' away from the classroom.



# A-Level Chemistry

Examination Board: OCR

## Why study Chemistry?

A-Level Chemistry can open doors for students wanting to pursue a wide range of careers in Medicine, Dentistry, Nursing, Engineering, Environmental Science, Materials Science, Pharmacy, Geology, Finance, Accountancy. The numerical and analytical skills you will develop are in great demand in many sectors.

### Course Content and Assessment

**Module 1:** Development of practical skills in Chemistry. Students develop their practical skills throughout the whole course. Students' practical skills will be assessed through the Practical Endorsement in which 12 key experiments are carried out over the course.

**Module 2:** Foundations in Chemistry. An important bridge into A-Level Chemistry from the study of Chemistry within Science courses at GCSE level which provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of A-Level Chemistry.

**Module 3:** Periodic table and energy. Focus is on inorganic and physical Chemistry, the applications of energy use to everyday life and industrial processes and current environmental concerns associated with sustainability.

**Module 4:** Core organic Chemistry. Introduces organic Chemistry and its important applications to everyday life, including current environmental concerns associated with sustainability and climate change.

**Module 5:** Physical Chemistry and transition elements. This module extends the study of energy, reaction rates and equilibria, and the periodic table.

**Module 6:** Organic Chemistry and analysis. This module introduces several new functional groups and emphasises the importance of organic synthesis. This module also adds NMR spectroscopy to the instrumentation techniques used in organic and forensic analysis.

Students will sit three examinations at the end of the second year of study. The first examination covers units 1, 2, 3 and 5. The second examination covers units 1, 2, 4 and 6 whilst the final examination covers all units.

### Entry Requirements

To study any science at A-Level a student must achieve a minimum of a Grade 6 in two Science GCSE's on the higher tier, including Chemistry. A Grade 5+ in Mathematics and a grade 4+ in English is required for A-level Chemistry.

A suitable candidate for the study of A-Level Chemistry:

- Has the integrity and patience to thoroughly research, interpret results and make predictions based on prior learning.
- Is able to visualise the behaviour of particles and energy which can't be seen.
- Has an excellent memory.
- Can talk about their own theories in answer to unfamiliar Chemistry problems.
- Can perform a wide range of mathematical processes.
- Uses Mathematics to solve challenging problems in Chemistry without step-by-step instructions through a problem.
- Can use technical language of Chemistry in longer, complex written answers.
- Is able to learn a lot of new and challenging material in a short space of time.
- Has a commitment to working independently outside lesson time without specific direction from a teacher.

# A-Level Computer Science



Examination Board: OCR

## Why study Computer Science?

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement; it can look at the natural world through a digital prism. The A-Level Computer Science qualification will value computational thinking helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

This qualification will be the best preparation for students who want to go on to study Computer Science at a higher level

and will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

### The A-Level has three units:

**Unit 1 - Computer Systems worth 40% of the final A-Level. It is an examined unit that covers the following topics:**

- Software and its development
- Types of programming languages
- Data types, representation and structures
- Exchanging data and web technologies
- Following algorithms
- Using Boolean algebra
- Legal, moral and ethical issues.

**Unit 2 - Algorithms and Programming worth 40% of the final A-Level. An examined unit with two sections:**

**Section A** - Traditional questions concerning computational thinking:

- Elements of computational thinking
- Programming and problem solving
- Pattern recognition, abstraction and decomposition
- Algorithm design and efficiency
- Standard algorithms.

### Section B - Scenario based questions:

There'll be a scenario/task contained in the paper which could be an algorithm or a text page-based task and which will involve problem solving.

**Unit 3 - Programming Project worth 20% of the final A-Level.**

Centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable students to demonstrate the skills and

knowledge necessary to meet the Assessment Objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

### Entry Requirements

GCSEs must include a Grade 5+ in Mathematics and, if studied, a Grade 4+ in Computer Science.

A suitable candidate for the study of A-Level Computer Science:

- Enjoys problem solving or is serious about developing their problem solving skills.
- Can systematically and logically approach a problem.
- Is comfortable with GCSE Maths.
- Is interested in developing their understanding of the Computer Science around them.
- Understands that Computer Science is used in all areas of life.
- Wants to develop their understanding of how programming languages work and be able to program in one.
- Wants to develop understanding of factors that affect the performance of a computer.
- Is committed to their studies and is happy to commit to working independently outside lesson time without specific direction from a teacher.
- Is able to manage their time efficiently.

# A-Level D&T: Product Design

Examination Board: OCR



## Design and Technology Routes

All Design and Technology routes share common fundamentals: identifying requirements, learning from existing products and practice, implications of wider issues, design thinking and communication, material considerations, technical understanding, manufacturing processes and techniques, viability of design solutions and health and safety.

There are routes available that allow pupils to focus more on an area of interest. Product Design focuses on consumer products and applications; their analysis in respect of materials, components, and marketability to understand their selection and uses in industrial and commercial practices of product development.

### Why Study D&T: Product Design?

- You enjoy designing and making.
- You want to progress onto a design related career.
- You want to develop critical thinking and problem solving abilities.
- You want to develop intellectual curiosity.
- You want to better understand the impact on daily life and the wider world of design decisions.
- You want to be creative in your approach to work.
- You want to develop your sketching ability and use of digital technologies.
- You want to design and prototype smaller scale products or furniture.
- You want to become an expert user of Computer Aided Design and Manufacture (CAD/CAM) software and hardware.

### Course Content and Assessment

During Year 12, pupils complete a series of smaller projects that cover key skills in drawing, prototyping, use of the workshop, CAD/CAM and iterative designing. Pupils also complete series' of lessons that will prepare them for practice exam papers at waypoints throughout the year. During Year 13 pupils will be assessed through a Non Exam Assessment (NEA- coursework) which is worth 50% of the final overall grade awarded. Pupils will create their own design briefs and go through the design process culminating in a working prototype. There will also be two separate exam assessments which, combined, account for the remaining 50% of the final overall grade.

### Entry Requirements

GCSEs must include a minimum of Grade 4 in Design Technology or a Level 2 Pass in OCR National Engineering and at least a Grade 4 in Maths. Students who have not studied GCSE in a Design related subject may be considered for the course in consultation with the Head of Department.

A suitable candidate for D&T Product Design will:

- Be able to sustain effort throughout extended coursework projects.
- Be creative and able to innovate.
- Be empathetic to the needs of others.
- Like solving problems.
- Be able to think and work in 3 dimensions.
- Be resilient and a risk taker in their learning.

# A-Level D&T: Design Engineering

Examination Board: OCR



## Design and Technology Routes

All Design and Technology routes share common fundamentals: identifying requirements, learning from existing products and practice, implications of wider issues, design thinking and communication, material considerations, technical understanding, manufacturing processes and techniques, viability of design solutions and health and safety.

Design Engineering focuses on engineered and electronic products and systems; the analysis of these in respect of function, operation, components and materials, in order to understand their application and uses in engineered products/systems that have commercial viability.

### Why Study Design and Technology/Engineering?

- You enjoy designing and making.
- You want to progress onto an engineering related career.
- You want to develop critical thinking and problem solving abilities.
- You want to develop intellectual curiosity.
- You want to better understand the impact on daily life and the wider world of design decisions.
- You want to be creative in your approach to work.
- You want to and develop your sketching ability and use of digital technologies.
- You want to become an expert user of Computer Aided Design and Manufacture (CAD/CAM) software and hardware.
- You want to design and prototype smaller scale engineered or electronic products.
- You want to apply Mathematics in the design, development and testing of engineered products.

### Course Content and Assessment

During Year 12, pupils complete a series of smaller projects that cover key skills in drawing, prototyping, use of the workshop, CAD/CAM and iterative designing. Pupils also complete series' of lessons that will prepare them for practice exam papers at waypoints throughout the year. During Year 13 pupils will be assessed through a Non Exam Assessment (NEA- coursework) which is worth 50% of the final overall grade awarded. Pupils will create their own design briefs and go through the design process culminating in a working prototype. There will also be two separate exam assessments which, combined, account for the remaining 50% of the final overall grade.

### Entry Requirements

GCSEs must include a minimum of Grade 4+ in Design Technology or a Level 2 Pass+ in OCR National Engineering and at least a Grade 5+ in Maths. Students who have not studied GCSE in a Design related subject may be considered for the course in consultation with the Head of Department.

A suitable candidate for D&T Design Engineering will:

- Be able to sustain effort throughout extended coursework projects.
- Be methodical and analytical in their thought process.
- Be empathetic to the needs of others.
- Like solving problems.
- Be able to think and work in 3 dimensions.
- Be resilient and a risk taker in their learning.



# A-Level D&T: Fashion and Textiles

Examination Board: OCR



## Design and Technology Routes

All Design and Technology routes share common fundamentals: identifying requirements, learning from existing products and practice, implications of wider issues, design thinking and communication, material considerations, technical understanding, manufacturing processes and techniques, viability of design solutions and health and safety.

Fashion and Textiles focuses on fashion and textiles products and accessories in a range of applications; their analysis in respect of materials, process, trends and use in relation to industrial and commercial practices of fashion and textiles.

### Why Study D&T Fashion and Textiles?

- You enjoy designing and making.
- You want to progress onto a fashion and /or textiles related career.
- You want to develop critical thinking and problem solving abilities.
- You want to develop intellectual curiosity.
- You want to better understand the impact on daily life and the wider world of design decisions.
- You want to be creative in your approach to work.
- You want to develop your sketching ability and use of digital technologies.
- You want to become an expert user of Fashion and Textiles related Computer Aided Design and Manufacture (CAD/CAM) software and hardware.
- You want to design and prototype Fashion and Textiles products.

### Course Content and Assessment

During Year 12, pupils complete a series of smaller projects that cover key skills in drawing, prototyping, use of the Fashion and Textiles workshop, CAD/CAM and iterative designing. Pupils also complete series' of lessons that will prepare them for practice exam papers at waypoints throughout the year. During Year 13 pupils will be assessed through a Non Exam Assessment (NEA- coursework) which is worth 50% of the final overall grade awarded. Pupils will create their own design briefs and go through the design process culminating in a working prototype. There will also be two separate exam assessments which, combined, account for the remaining 50% of the final overall grade.

### Entry Requirements

GCSEs must include a minimum of Grade 4+ in Design Technology or a Level 2 Pass+ in OCR National Engineering and at least a Grade 4+ in Maths. Students who have not studied GCSE in a Design related subject may be considered for the course in consultation with the Head of Department.

A suitable candidate for D&T Fashion and Textiles will:

- Be able to sustain effort throughout extended coursework projects.
- Be a creative and original thinker.
- Be empathetic to the needs of others.
- Like solving problems.
- Be able to think and work in 3 dimensions.
- Be resilient and a risk taker in their learning.

# A-Level Drama and Theatre



Examination Board: Edexcel

## Why study Drama and Theatre Studies?

*What is Drama but life with the dull bits cut out?* – Alfred Hitchcock

Studying A-Level Drama and Theatre is anything but dull. Joining the vibrant and exciting Drama community allows you to experience a range of professional theatrical practitioners and plays. Practical work and applying stylistic strategies to play texts is at the heart of what we do. When devising your own creative performance pieces, you will work collaboratively and inherently develop your transferable communication skills. Guided by your teachers, you have the freedom to shape an imaginative and original production which you will share with a chosen target audience. You will study plays from the point of view of a director, designer, performer and informed audience member. Theatre trips are offered frequently and there are also opportunities for workshops with established professional actors and directors. These practical experiences are supported by analytical and evaluative written work; Drama and Theatre requires an inquisitive and imaginative mind and is a rigorous and academic choice. In short, Drama is the right option for you if you are creative, imaginative, and collaborative and enjoy a combination of practical performance and intellectual analysis.

### Course Content and Assessment

#### Component 1: Devising (40%)

- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner.

#### Component 2: Text in Performance (20%)

- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.
- Centre choice of performance texts.

#### Component 3: Theatre Makers in Practice (40%)

##### Written examination:

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a complete text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be re-imagined for a contemporary audience.
- Centre choice of performance texts from two lists.
- Choice of eight practitioners.

### Future Uses

It is beneficial for anyone wanting to build on presentation and confidence in the working world and links very well with other creative and analytical subjects. It is useful for careers involving Public Speaking, Media and Performing Arts e.g. Actor, Lawyer, Drama Therapist, Marketing Director.

### Where Can I Find More Information About Drama?

Come and see exam performances by the current Year 12 and 13 students to get a real flavour of what to expect. Also, come and talk to us in the Drama Department to see past performances and to talk about course requirements and expectations

### Entry Requirements

GCSEs should preferably include Drama at Grade 4 or above and, should include Grade 4+ in English, as literary skills are required in addition to practical ability. A student who has not gained a GCSE in Drama may be considered by means of an acting audition, or other appropriate experience such as participation in school productions at Key Stage 4. A love of performing and improvising on the stage, in front of an audience, is essential.

#### A suitable candidate for the study of Drama and Theatre:

- Will have a passion for theatre and performance.
- Be creative, imaginative and willing to take risks when performing.
- Be an independent learner and be keen to research different practitioners and styles of theatre.
- Will take up all opportunities to experience live theatre.
- Will be analytical and reflective.
- Collaborates well with others; dealing sensitively with others' views.
- Will be keen to read plays and practically explore them.
- Will adopt the role of Actor, Director and Designer.



# A-Level Economics

Examination Board: AQA

## Why study Economics?

Economics attempts to explain the way the world works. There are competing views and you need to choose the best explanation to fit the facts. Economics is about making choices that affect people and their well-being, and is constantly in the news.

### Course Content and Assessment

- Students are encouraged to conduct research on current issues and present their findings in a variety of forms.
- Students show their understanding in a variety of ways - essays, data response, multiple choice and detailed case studies.
- The Economics Department makes full and regular use of the Internet to explore the constantly evolving International Economic situation.

### Paper 1: Markets and Market Failure

(Data response and essay assessment)

### Paper 2: National and International economy

(Data response and essay assessment)

### Paper 3: Economic principles and issues

(Case Study and multiple choice assessment)

### The New Economics Syllabus Has Made The Subject Even Better

The new Economics A-Level gives even greater opportunity to study topics rarely out of the news. Austerity, bankers' bonuses and fears about the Euro zone are just three. There are also new sections including that on Commercial and Investment Banks. Additionally, there is more quantitative analysis encouraging improved analysis of economic issues.

### What Can Economics Be Used For In The Future?

A-Level Economics develops many key skills. It can be used in Human Resource Management, Accountancy, Finance etc. Economics combines equally well with Sciences, Languages or Arts subjects.

### Where Can I Find More Information About Economics?

To get the latest information on Economics try the following web sites:

[www.economicsonline.co.uk](http://www.economicsonline.co.uk)

[www.tutor2u.net](http://www.tutor2u.net)

[www.bbc.co.uk](http://www.bbc.co.uk)

### Entry Requirements

As this is a new subject to all students, anyone who has achieved a minimum of Grade 4+ in English and Mathematics.

A suitable candidate for Economics will:

- Have an interest in what is happening in the real world.
- Be analytical and able to give reasons.
- Be able to manipulate data and perform mathematical calculations.
- Be able to consider alternative points of view.
- Be able to express themselves in extended writing.
- Be willing to learn a lot of new subject specific vocabulary in a short space of time.
- Be a problem solver.

# A-Level English Language & Literature



Examination Board: AQA

## Why study English Language and Literature?

The study of both Language and Literature allows you to develop sharp analytical skills as you consider the way writers use language choices in both literary and non-literary texts. Words create worlds, both in literature and elsewhere and this A-Level differs from those focused primarily on Literature by extending to explore differences and similarities between literary texts, spoken language and conversation and writing for new technologies; it differs from those primarily focused on Language by bringing the study of Literature into sharper view.

Students will develop their subject expertise by engaging creatively, critically and independently with a wide range of texts. Students will also develop skills as producers and interpreters of Language by writing texts themselves and critically reflecting on their own processes of production.

A key part of our study will be the study of 'Telling Stories': Why do people tell stories? What ingredients do stories need to have? What makes a good story? How are stories told in different styles? Is there a special kind of story called 'Literature'? We will study AQA's anthology with a range of writing based on the city of Paris alongside Atwood's novel, 'The Handmaid's Tale' and poetry by John Donne. **The unit will be assessed in a three hour exam at the end of the two year course which will be all open book to allow a close focus on language.**

We will also study a unit called 'Exploring Conflict' and as part of this study will be reading Fitzgerald's 'The Great Gatsby' and Tennessee Williams' 'A Streetcar Named Desire'. This unit will also offer opportunities to write re-creatively and develop as independent writers. This will be assessed in a two and a half hour open book exam at the end of the course.

**Students will also have the opportunity to develop their own independent study worth 20% of the A-Level qualification.**

Students have a free choice of literary and non-literary text for this assessment. Students are required to undertake an investigation into the language used across both texts and the range and opportunity is endless. The free choice facilitated in this assessment is very exciting because it allows students to pursue their own areas of interest. **Students' work will be assessed by the production of an investigation of 2,500-3,00 words in length.**

### Entry Requirements

Grades achieved must include English and English Literature at Grade 4+ (preferred Grade 5).

A suitable candidate for the study of English Language and Literature:

- Wants to enjoy reading and the study of text.
- Will be interested in developing their own ideas and not just look for the 'right answer'.
- Will be willing to take risks and be happy to share their ideas with others.
- Will enjoy learning a range of new skills to study language and meaning in detail.
- Will enjoy expressing their ideas in writing.



# A-Level English Literature

Examination Board: AQA

## Why study English Literature at A-Level?

Studying English Literature at A-Level offers you the opportunity to develop your analytical skills, your writing skills and your love and knowledge of great literature. It is a traditional A-Level, highly valued by universities and employers. It offers access to a wide range of careers because you will be practising the art of articulate and fluent communication. We will read, study and analyse works of literature that will entertain, provoke, disturb, comfort and enrich your understanding of genre, writing techniques, social and political History and Psychology. Students will defend and attack, question and reflect, applaud and deride. They will talk and talk and talk. They will be moved to silence and they will reflect and write.

Genre study is at the heart of the chosen AQA English Literature B A-Level course and the two broad genres that we will study are Tragedy and Crime Writing. Working with genre involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some (where possible) to do with how the text has been received over time and, most of all in this specification, contexts to do with how the text can be interpreted by readers now. **The assessment of this unit will be a two and a half hour closed book exam at the end of the two year course.**

In the first year of the course, we will study the genre of tragedy through our reading of Shakespeare's 'Othello', Thomas Hardy's novel 'Tess of the D'Urberville's' and the Arthur Miller play, 'Death of a Salesman'. Through our study of crime texts, including Robert Browning, Kate Atkinson, and Agatha Christie, we will consider the way crime drives plot and criminals create narratives. We will be reading an account of a life lost to crime, we will consider the nature of the crimes and the criminals and the criminals' motives and actions – a fascinating study. **The assessment will be an open book three hour exam at the end of the two year course.**

**Students also have the opportunity to write a coursework portfolio which will contribute to 20% of the A-Level qualification.**

They will produce two essays of 1250-1500 words. With guidance and support, the students will be able to choose their own independent focus and will work on this study from the end of Year 12 into the start of Year 13.

### Entry Requirements

Grades achieved must include English and English Literature at Grade 4+ (preferred Grade 5).

A Suitable candidate for the study of English Literature:

- Wants to enjoy reading novels, plays and poems.
- Enjoys debating and developing different interpretations.
- Enjoys putting texts in their cultural context.
- Likes making connections across different texts and genre.
- Enjoys expressing their point of view in coherent written forms.

# A-Level Film Studies



Examination Board: WJEC

## Why study Film Studies?

In an increasingly media-saturated world, the study of film in all its forms is vital to our critical understanding of the modern world. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a medium of representation and as an aesthetic medium. Studying film will constantly make you rethink what you know about cinema. It will make you change the way you look at films.

The WJEC Eduqas specification is designed to introduce A-Level learners to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate.

This specification therefore offers opportunities to study mainstream American films from the past and the present as well as a range of recent and contemporary British films, American independent films and global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.

### Course Content and Assessment

Learners will explore a variety of film texts and theories related to the study of Film over two years. There is a non-exam assessment component, comprising writing an independent creative screenplay or planning/filming and editing a short film. The department provides a variety of equipment for use in completing this assessment.

The **non-exam** assessment of creating a film or screenplay accounts for **30% of the Film Studies qualification**.

Some of the exam components we will study include:

- **American Films:**  
La La Land and Get Out
- **Auteur Comparison:**  
Vertigo and One Flew Over the Cuckoo's Nest
- **British Films:**  
Shaun of the Dead and Mangrove
- **International Films:**  
Parasite and Pan's Labyrinth
- **Documentary Film:**  
Amy
- **Experimental Film:**  
Memento
- **Silent/Historical Film:**  
Buster Keaton Shorts

### Future Uses

Film Studies can be a route into film and television, with large broadcasters such as the BBC, ITV, Channel 4 and

Sky, independent production companies, or even newspapers and specialist magazines. However, qualifications in film help in a wide range of career paths, including:

- Advertising, PR and marketing companies
- Organisations involved in festival and cultural event management
- Cultural and heritage organisations involved in film preservation, curating and archiving
- Multimedia authoring and digital design companies
- Further education and higher education institutions (for teaching and academic research roles).

### Entry Requirements

A minimum of a Grade 4+ in English must have been achieved.

A suitable candidate for the study of Film Studies:

- Will enjoy the watching and the in-depth study of film texts.
- Will be enthusiastic and keen to share their ideas with others in the group.
- Can articulate their ideas clearly and precisely in an extended piece of writing.
- Will be confident when carrying out research on a range of topics and show perseverance when applying these ideas to their writing
- Is creative and enjoys creating their own film projects.



# A-Level Geography

Examination Board: Eduqas

## Why study Geography?

*“Geography is the subject which holds the key to our future”* - Michael Palin

It has an emphasis on real world examples, includes opportunities for fieldwork, is varied and topical. It will equip you with a wide range of transferable skills, complements many other subjects and consequently is great for keeping future career aspirations open.

### Course Content and Assessment:–

#### Component 1: Changing Landscapes and Changing Places

- Coasts
- Urban and Rural

#### Component 2: Global Systems and Global Governance

- Water and Carbon Cycles
- Migration
- Ocean governance
- 21st Century Challenges

#### Component 3: Changing Landscapes and Changing Places

- Tectonic Hazards
- Ecosystems
- Energy

#### Component 4: Independent Investigation

20% of the qualification. 3,000 to 4,000 word piece of coursework.

Students will plan and complete an Independent Investigation on ANY section of the course that they show an interest in. Their project must include some primary fieldwork. Students must complete a minimum of 4 days fieldwork over the 2 years. In the past students have investigated the rebranding of retail areas in Birmingham, honeypot sites in National Parks and sand dune ecosystem management.

### Future Uses

Geography students are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of Science and an understanding of the Arts.

### Entry Requirements

GCSE grades must include a minimum of a Grade 4+ in Mathematics, English and History or Geography.

A suitable candidate for the study of Geography:

- Has an interest in the world around them and a curiosity about how it functions.
- Has high aspirations but is not totally decided on their career path so wants to keep their options open.
- Is self-motivated to carry out their independent investigation on a topic they have an interest in.
- Will enjoy working as part of a team.



# A-Level History

Examination Board: AQA

## Why study History?

History is the study of the past, of how and why things have happened, of individuals, of everyday life in different societies and so much more. History can be fascinating and thought provoking and leads to a series of conclusions about the nature of nations and people that help us understand the world and societies in which we live. So much of major significance has occurred recently, including the Arab-Israeli Conflict and the War on Terror, which can only be fully understood in its historical perspective.

*“Historians are dangerous people. They are capable of upsetting everything.”* - Nikita Khrushchev, USSR Premier. What better reason for study than this?

### Course Content and Assessment

**The Structure of the Linear A-Level Course for AQA**  
A-Level - Three topics will be covered:

**Component 1:** Breadth Study – The Tudors: England 1485-1603

**Component 2:** Depth study – Democracy and Nazism in Germany 1918-1945

**Component 3:** Historical Investigation: 3000-4000 word Non-Examined Assessment (coursework essay)

### The Assessment of the Linear A-Level Course

The A-Level course will be assessed through two examinations both with historical interpretation questions and structured essay questions. Both examined components (1 and 2) will each last for 2 hour 30 minutes and individually count for 40% of the A-Level. In addition, it will also be assessed by the Historical Investigation which will consist of 3000 to 4000 words and counts for 20% of the A-Level.

Through studying the chosen modules students will gain a coherent knowledge of the past both within and across the topics and in particular focus on how and why societies change.

So the question for you to answer is...  
***‘dare you be dangerous?’***

### Future Uses

Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions and this is a very useful quality in many walks of life and careers. History is excellent preparation for many careers including Law, Journalism, Teaching, Media and Business. Students of A-Level History are highly respected by universities and both the public and private sector.

### Entry Requirements

Grade 4+ GCSE in English and History or Geography must have been achieved.

A suitable candidate for the study of History:

- Has a real passion for reading beyond the course textbook – willing to access a range of academic text.
- Is able to produce well organised and detailed notes/research.
- Has a developed understanding of the key features, issues and concepts of the periods studied.
- Is able to reach well substantiated judgements to challenging questions.
- Can offer convincing arguments that are well supported & convincing.
- Can analyse the value/limitations of historical sources and academic historians' interpretations.
- Is able to place these sources and interpretations in their historical context.
- Is able to immerse themselves in the historical period studied by being willing to read historical fiction that is available.



# A-level Mathematics

Examination Board: Edexcel Mathematics A

## Why study Mathematics?

Mathematics is a fascinating and exciting area of study, and many students will benefit from studying the subject for its own sake. It also provides an invaluable support to many other areas of study, particularly the Sciences. We teach Mathematics with an emphasis on thinking skills and applicability, and much of our teaching will continue to be context-based.

### Course Content and Assessment

The complete content of A-Level Mathematics is common to all examinations boards, and will comprise:

- Proof
- Algebra and functions
- Coordinate geometry
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Differentiation
- Integration
- Numerical methods
- Vectors
- Statistical sampling
- Data presentation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing
- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws
- Moments

Assessment will be by examination at the end of the course. The students will sit three papers, each 2 hours in length and equally weighted. The papers will be a mixture of short and long questions.




### Progression

Mathematics is a key subject for many next steps after A-Level, whether it be a university course, apprenticeship or employment. Many Science and Engineering courses at university require Mathematics. Russell Group universities have, in their guide Informed Choices, identified Mathematics as a subject which is required for university courses more often than others.

### Entry Requirements

Students must have achieved at least a Grade 6 in the higher tier of GCSE Mathematics. Students should also appreciate the large quantity of algebra covered within the course and, as such, need to be proficient at the basic algebraic skills covered within the GCSE course.

### Further Information

Who employs Mathematicians:	Maths in the workplace:	Where will A Level Maths take you?
		
List of companies that employ Maths graduates	See some unexpected professions using Maths	University courses

Further details are available from the Head of Mathematics, Natasha Clark  
[natasha.clark@st-pauls.org.uk](mailto:natasha.clark@st-pauls.org.uk)

A suitable candidate for the study of A-Level Mathematics has:

- Good or excellent algebra skills.
- A natural curiosity in Mathematics.
- The determination to be successful.
- An ability to solve problems.
- The ability to work as part of a group in solving a mathematical problem.
- The commitment to work independently of the teacher in advancing their learning and overcoming difficulties.

# A-Level Further Mathematics

Examination Board: OCR Further Mathematics A

## Why study Further Mathematics?

Further Mathematics is an additional A-Level in Mathematics and is studied in conjunction with A-Level Mathematics. Further Mathematics is highly recommended for students who wish to continue their study of Mathematics at degree level or who intend to take a degree such as Engineering with a high mathematical content and, as such, should only be considered by those with a real passion for Mathematics.

### Course Content and Assessment

Half of the content of A-Level Further Mathematics is common to all examinations boards, and will comprise:

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further calculus
- Further vectors
- Polar coordinates
- Hyperbolic functions
- Differential equations

The remainder of the content will consist of:

#### Discrete Mathematics

- Graphs and networks
- Algorithms
- Network algorithms
- Decision making
- Graphical linear programming
- Simplex algorithm
- Game theory

#### Additional Pure Mathematics

- Sequences and series
- Number theory
- Groups
- Further vectors
- Surfaces and partial differentiation
- Further calculus

Assessment will be by examination at the end of the course. The students will sit four papers, each 1½ hours in length and equally weighted. There will be two papers on the common content, and one on each of Discrete Mathematics and Additional Pure Mathematics. The papers will be a mixture of short and long questions.

### Progression



Studying Further Mathematics is excellent preparation for university, especially if you wish to study any Mathematics-related subject such as Engineering, Science, Computing or Technology, as well as Mathematics itself. Many universities now encourage students to take Further Mathematics qualifications to improve their mathematical preparation for degree

courses. Some leading universities now specify Further Mathematics as an entry requirement for certain courses. Russell Group universities have, in their guide Informed Choices, identified Further Mathematics as a subject which is required for university courses more often than others.

### Entry Requirements

Students must have achieved at least a Grade 7+ in the higher tier of GCSE Mathematics. Students should also appreciate the large quantity of algebra covered within the course and, as such, need to be proficient at the basic algebraic skills covered within the GCSE course.

### Further Information

Why study further Maths?	Further Maths facilitates:
	
	University courses that describe FM as essential or useful.

Further details are available from the Head of Mathematics, Natasha Clark  
[natasha.clark@st-pauls.org.uk](mailto:natasha.clark@st-pauls.org.uk)

A suitable candidate for the study of A-Level Further Mathematics has:

- Excellent algebra skills.
- The ability to see connections between apparently separate topics.
- The perseverance to never leave a problem unsolved.
- An interest in the wider world of Mathematics and problem solving.
- An intuitive understanding of how Mathematics can be used to solve problems.
- A passion for Mathematics and a desire to explore the subject further in their own time.

# A-Level Modern Foreign Languages – French, German, Spanish & Italian



Examination Board: AQA (for French, German and Spanish),  
Pearson Edexcel (for Italian)

## Why study a Modern Foreign Language?

*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” - Nelson Mandela*

Learning a language allows you to access many different cultures across the world and connect with people from those cultures, giving you the chance to see fascinating new things from a new perspective. Studying a Modern Foreign Language at A-Level demands a high level of commitment which is in turn rewarded by an increasing level of competence in your listening, reading, speaking & writing skills.

### Course Content and Assessment

The A-Level Language courses offer you the opportunity to increase your knowledge of French, German, Spanish or Italian speaking cultures as you study contemporary society and issues, artistic culture and aspects of political life alongside an intensive grammar course to improve your language skills. You will study a film and a literary text in the language, as well as having the opportunity to undertake independent research about an area of particular interest to you in preparation for the speaking exam.

### Assessment

**Paper 1:** Listening, Reading & Translation

**Paper 2:** Writing – 1 essay about a film and 1 essay about a literary text

**Paper 3:** Speaking – discussion of themes studied and an independent research project

### Future Uses

The ‘obvious’ jobs which use languages are Interpreter, Translator and Teacher. What else though? “With the globalisation of industry and commerce, (language students) with a good command of modern languages are sought after for numerous roles in a variety of sectors,” says Margaret Holbrough, Careers Adviser at Graduate Prospects.

### Entry Requirements

It is expected that the language[s] studied at GCSE will be the language[s] continued post-16. A minimum of Grade 5+ must have been achieved at GCSE (higher tier entry preferred). Special consideration is given to native speakers.

A suitable candidate for the study of A-Level French, German, Spanish, Italian:

- Is interested in the culture of the countries where the language is spoken.
- Enjoys reading and listening to cultural stimuli such as TV, films, music, books, magazines and newspapers.
- Enjoys learning how things are expressed differently in the language.
- Is keen to understand grammar and create their own language.
- Has a thirst for new vocabulary and expressions in the language.
- Has a committed and organised approach to learning, both within and outside the classroom.
- Has social empathy and curiosity & finds it interesting learning about other cultures.

# A-Level Modern Foreign Languages – Polish

Examination Board: AQA

## Why study Polish?

*“Granice mojego języka są granicami mojego świata.”* - Ludwig Wittgenstein  
(= *The limits of my language are the limits of my world*)

Studying Polish for A-Level gives you the opportunity to broaden your language knowledge and increase your understanding of Polish culture and history. Polish can be taken alongside your other options and offers the opportunity to Native Speakers to achieve an additional A-Level qualification. You will develop your vocabulary and translation skills, using a wide range of texts.

### Course Content and Assessment

The A-Level Polish course offers you the opportunity to increase your knowledge of Polish culture as you study contemporary society and issues, artistic culture and aspects of political life alongside a study of grammar and orthography. You will analyse a film and a literary text in Polish, as well as having the opportunity to undertake independent research about an aspect of Polish culture.

### Assessment

**Paper 1:** Listening, Reading & Translation

**Paper 2:** Writing – 1 essay about a film and 1 essay about a literary text

**Paper 3:** Speaking – discussion of themes studied and an independent research project

### Future Uses

Achieving an A-Level in Polish shows future employers not only that you can read and write at a high level in Polish, but that you can also analyse, empathise and organise your ideas clearly. The ‘obvious’ jobs which use languages are Interpreter, Translator and Teacher. However, the skills you will acquire through your Polish A-Level course will be an asset in a wide range of careers.

### Entry Requirements

We would expect you to be a fluent speaker of the language and able to read and write Polish. If you have taken a GCSE in the language, then we would expect you to have achieved at least a Grade 7.

A suitable candidate for the study of Polish:

- Is interested in the Polish culture.
- Enjoys reading and listening to cultural stimuli such as TV, films, music, books, magazines and newspapers.
- Enjoys learning how things are expressed differently in Polish.
- Is keen to understand grammar and orthography.
- Has a thirst for new vocabulary and expressions in the language.
- Has a committed and organised approach to learning, both within and outside the classroom.
- Has social empathy and curiosity and finds it interesting learning about other cultures.



# A-Level Music

Examination Board: Eduqas

## Why study A-Level Music?

A-level Music is exciting and rewarding, unique in its combination of academic study and creative opportunity. Similar to GCSE, the course is based around developing three key skills: performing, composing and listening and appraising and you can focus on and develop the areas that you enjoy.

Music can lead to a range of exciting career paths: Professional Musician, a Sound Technician, a Music Therapist, a Teacher, or a Private Tutor. Or more diversely: a Music degree could be very valuable and lead to careers in Arts Administration, Radio, Theatre, Events Management, as well as Law and Medicine degrees!

Studying A-level Music does not limit you; as a highly regarded academic subject, students who study A-Level Music, often study it alongside subjects such as Maths or Physics. However, Music complements all subjects as it demonstrates to universities and employers that you are a creative and well-balanced individual.

### What the course consists of:

- Performing and composing. You specialise according to your preferences and strengths.
- Appraising the work of others in a range of traditions:

### Three areas of study:

Area of study A: **The Western Classical Tradition**  
(The Development of the Symphony 1750-1900).

A choice of one area of study from:

Area of study B: **Rock and Pop**

Area of study C: **Musical Theatre**

Area of study D: **Jazz**

A choice of one area of study from:

Area of study E: **Into the Twentieth Century**

or Area of study F: **Into the Twenty-first Century.**

To find out more go to

[www.eduqas.co.uk/qualifications/music/as-a-level/](http://www.eduqas.co.uk/qualifications/music/as-a-level/)

### Entry requirements

A minimum of Grade 4+ in English. Students who have not studied GCSE Music will be considered with equivalent qualifications: this could be Grade 5 theory or performing to the standard of Grade 5 or 6 (vocal or instrumental).

### A suitable candidate for the study of Music:

- Will be passionate about performing and composing.
- Will contribute to performance opportunities representing St Paul's both inside and outside school.
- Will have a secure understanding of music theory e.g. able to read staff notation fluently (treble and bass clefs).
- Will demonstrate enthusiasm for learning about and listening to a wide range of musical genres and styles.



# A-Level Photography

Examination Board: AQA

## Why study Photography?

Photography is vast and creative industry that spans across a multitude of businesses across the globe. Advertising, Fashion, Marketing, Environmental and Medical Photography as well as freelance careers are just some of the routes you can follow. It is an integral part of our daily lives and a form of visual communication that speaks to all.

The Photography A-Level course will introduce you to a variety of experiences exploring a range of photographic media, techniques and processes. It provides the perfect opportunity to learn to produce work at a professional standard, at the same time encouraging you to express your individual creativity and style through the work that you produce and explore. You will discover and experiment with new technologies as you explore relevant images, artefacts and resources relating to Photography from around the world. Your visual and analytical exploration will be shown through practical and critical activities which demonstrate your understanding of the different styles, genres and traditions. This course is designed to captivate you both creatively and intellectually and is well suited to learners who are determined, independent and driven by their own creativity.

### Course Content and Assessment

The first year will consist of several skill based projects that explore and embed the use of exposure, DSLR camera functions, digital editing through Photoshop as well as creative methods of manual photo manipulation. Students will be introduced to the use of effective composition, lighting and setting whilst exploring still life, portrait and landscape photography. This in turn will act as a base to explore other photographic styles and conventions such as photojournalism, documentary photography, fashion photography, multimedia, photo installation and experimental imagery. Students will also have the opportunity to be involved in trips where they can experience art work and artefacts first hand as well as shooting on location. Students must also be prepared to independently arrange and carry out photoshoots in their own time based on their own personal project direction and creative choices.

The second year will initially focus on the completion of the personal study for component one and will move on to focus on the externally set assignment for component two culminating in an exam where students will be able to realise their intentions through a visual outcome.

### Component 1:

This is a practical investigation supported by written material. Students are required to conduct a personal investigation, into an idea, issue, concept or theme of their choosing.

### Component 2:

For the externally set assignment students will choose from a selection of externally set themes. Through research and practical experimentation students will develop a body of work that explores their chosen theme.

### Future Uses

Studying Photography provides you with both technical

and transferable skills that could lead to a range of careers in industries such as: Photography, Film, Journalism, Advertising, Animation, Geological Surveillance, Architecture, Graphic Design, Game Design, Digital Printing, and Illustration to name a few. This exciting course supports progression to further and higher education in Art and Design and other creative and analytical subjects, builds skills of observation, creative problem solving, evaluation and analysis, as well as providing all students with a rich platform to inspire a lifelong interest in and enjoyment of Photography.

### Further Information

For more information on the course log on to [www.aqa.org.uk](http://www.aqa.org.uk) or come to the Art Department to discuss course requirements and expectations.

### Entry Requirements

GCSEs should include Art and English at Grade 4+. A student who has not gained a GCSE in Art may be considered after the submission of a portfolio of work.

A suitable candidate for the study of A-Level Photography will:

- Be observant and aware of their environment.
- Be able to develop sustained ideas with meaning and with contextual links.
- Be able to confidently critically evaluate their own work and the work of others.
- Be willing to explore and experiment with photoshop and other software programs in order to take risks to develop their ideas.
- Be self-motivated and able to work both collaboratively and independently.
- Be creative and imaginative.



# A-Level Physics

Examination Board: OCR

Course Title: Physics A

## Why study Physics?

Physicists study how the relationships between matter, forces and energy cause natural phenomena such as gravity, light and magnetism. Physicists are interested in understanding how the universe works and how that understanding can be used for the good of our global community. Students study physics because they want to meet the entry requirements for courses and careers in medical physics, computing, electronics, chemistry, physics and engineering.

Physics is recognised by many employers as a facilitating subject that develops excellent problem solving and analytical skills. It is a practical subject with interesting areas of study such as Astrophysics, Medical Physics, Particle Physics and Nanotechnology.

### A-Level Physics is divided into six teaching modules

Assessment is by means of three examinations which are taken at the end of the two year course and a practical endorsement which is assessed in the classroom over the two year period. The Forces and Motion module is assessed with the Electrons Waves and Photons module in the Modelling Physics examination; Newtonian World is assessed with Particles and Medical Physics in the Exploring Physics examination. The third examination, Unified Physics, assesses content from all teaching modules.

### Where Physics could take you

<https://www.iop.org/careers-physics/your-future-with-physics/career-paths>

### Entry Requirements

To study any science at A-Level a student must achieve a minimum of a Grade 6 in two Science GCSE's on the higher tier (Grade 6 preferred), including Physics. A Grade 5+ in Mathematics is required for A-level Physics.

### A suitable candidate for the study of A-Level Physics:

- Is confident in the use and manipulation of complex mathematical formulae.
- Can make links between abstract ideas such as particle motion and concrete analysis techniques such as vector addition in two or three dimensions.
- Has an excellent memory which they are prepared to use to learn a lot of new and challenging material in a short space of time.
- Has excellent problem solving skills – is reliably able to spot the 'trick' which allows them to answer challenging questions in unfamiliar contexts.
- Can articulate their ideas clearly and precisely in an extended written format using technical language which is spelled correctly.
- Is able to reflect on their own learning and progress, using a range of resources to address areas of identified weakness independently outside of lessons without specific direction from teachers.



# A-Level Physical Education

Examination Board: AQA

## Why study Physical Education?

Students will have the chance to analyse critically and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject. This course will prepare students for further study of PE or Sports Science courses as well as other related subject areas such as Psychology, Sociology and Biology. Students will also develop the transferable skills that are in demand by further education, Higher Education and employers.

This course will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Students **MUST** be actively participating in a sports club outside of school to access the course.

### Course Content and Assessment

The AQA specification in Physical Education covers:

- Applied anatomy and physiology;
- Skill acquisition;
- Sport and society;
- Exercise physiology;
- Biomechanical movement;
- Sport psychology;
- The role of technology in physical activity and sport;
- Practical performance in sport;
- Evaluation and analysis of performance for improvement (EAPI);

### A-Level Assessment

- Paper 1: 2 hour examination on 'Factors affecting participation in physical activity and sport.' (35%).
- Paper 2: 2 hour examination on 'Factors affecting optimal performance in physical activity and sport.' (35%).
- Non examined assessment (NEA): Performance in physical education, including EAPI (30%).

### Future Uses

Careers in Sports Science, Leisure Management, PE Teaching, Physiotherapy, Coaching. It is a recognised academic A-Level and gives access to a variety of subjects at university.

### Entry Requirements

A GCSE in PE at Grade 4+ is preferred. Students who have not studied PE GCSE can be considered for the course in consultation with the Head of Department.

### A suitable candidate for Physical Education A-Level:

- Has a passion for sport and exercise.
- Plays sport for a club regularly outside of school.
- Enjoyed the theory content of GCSE PE and is willing to learn a new range of skills to extend their knowledge.
- Is committed to their studies and is happy to commit to working independently outside lesson time without specific direction from a teacher.
- Has an excellent memory.
- Has a keen interest in anatomy and physiology, biomechanics and the history of sport.
- Will thrive in group work and will be willing to take risks with their learning.



# A-Level Politics

Examination Board: AQA

## Why study Politics?

*“One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors”* Plato

Politics is all around us and affects our everyday lives in a variety of ways, some of which are clear and obvious, others less so. The A-Level course looks at the politics of The United Kingdom and the United States of America. We will investigate the politics of both countries at a regional, national and international level. In addition, we will examine and evaluate the main political ideologies that underpin global political thought and policies.

We do not try to come up with definitive answers to a range of key themes but the course endeavours to develop the ability to identify and frame the important questions to allow a better understanding of the context and scope of modern politics.

### Course Content and Assessment

#### 1: Government and Politics of the UK

- The nature and sources of the British constitution and the role of the judiciary
- The structure and role of Parliament alongside the role of Prime Minister and their Cabinet
- Democracy, participation, elections and referendums
- Political parties and Pressure groups
- The impact of Devolution and the European Union on UK politics

#### 2: Government and Politics of the USA

- The constitutional framework of the US Constitution and the role of the Judicial branch
- The structure and role of Congress alongside the role of President
- The electoral process and direct democracy
- Political parties and Pressure groups
- Civil Rights in the US politics

#### 3: Political Ideas

- Core ideologies of Liberalism, Conservatism and Socialism
- Other ideology of Nationalism

Examinations for all three units are 2 hours long and are a mixture of medium length ‘explain’ and essay style. There is no coursework for this A-Level.

### The Benefits to Your Future

Politics will help you further develop a range of key skills, most notably in terms of developing communication skills, the ability to work with others and problem solving. More information on why you might want to study politics can be found at:

<http://store.aqa.org.uk/qual/gce/pdf/AQA-2150-W-SG.PDF>

### Entry Requirements

GCSEs must include a minimum Grade 4+ in English, and a minimum Grade 4+ in History or Geography or RE.

An A-Level Politics student needs to:

- Have a real desire to understand the complex links between the political institutions, systems of government and election processes of both the UK and USA.
- Be able to comprehend and make clear links between political theory and reality.
- Analyse and evaluate political knowledge using more than just the course textbooks.
- Identify connections, assess similarities and differences between the main political ideologies.
- Have a clear understanding of and regular use of appropriate political vocabulary.
- Select relevant material in order to construct and communicate arguments clearly.
- Have a willingness to keep themselves fully aware of current political events/issues and key individuals.



# A-Level Psychology

Examination Board: AQA Specification

## Why study Psychology?

Psychology is the study of the human mind, its complex processes and the behaviour that you see around you every day. Have you ever wondered why we forget things that we have spent so long trying to remember? What kinds of behaviour are abnormal and why they occur? How we can successfully manage our stress level? Why we are attracted to some people, but not others? Why we are obedient to figures of authority? What effects violence in the media is having on children and their aggression levels? Studying Psychology will provide you with ways in which these questions have been researched. If you have a naturally enquiring mind and you are interested in the human brain and behaviour, then Psychology could be the right choice for you.

### Course Content and Assessment

#### Paper 1: Introductory Topics in Psychology

- Social Influence
- Memory
- Attachment
- Psychopathology

#### Paper 2: Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research Methods

#### Paper 3: Issues and Options in Psychology

- Issues and Debates in Psychology
- Relationships, Gender, Cognition or Development
- Schizophrenia, Eating Behaviour or Stress
- Aggression, Forensic Psychology or Addiction

### Progress and Future Careers

Psychologists are probably best known for their work in the Health, Forensic and Education services, but Psychology graduates can be found in almost any area of life. The British Psychologist Society covers areas in which you can register as a Chartered Psychologist with the society. A number of our students go on and study Psychology at university but there are also a wide range of courses chosen for which Psychology has been particularly beneficial: Law, Forensic Psychology, Social Policy, Teacher Training, Politics, Social and Community Studies, Geography and Criminology. All university courses will appreciate the skills that studying Psychology develop in a student.

Find out more by coming along to S block to look through the range of books that we have, via email to [naomi.white@st-pauls.org.uk](mailto:naomi.white@st-pauls.org.uk) or via the internet: [www.bps.org.uk](http://www.bps.org.uk) and [www.spring.org.uk](http://www.spring.org.uk)

### Entry Requirements

A minimum Grade 4+ in English, Mathematics and Science. It is strongly recommended that students have a Grade 5 or above in English and a Grade 5 or above in Mathematics.

A suitable candidate for the study of Psychology:

- Has an interest in the reasons why people act in the way they do.
- Can look at both sides of debates and use evidence to reach conclusions.
- Is willing to spend a significant amount of time outside lessons on psychology work.
- Has a critical mind and can make links between different studies and theories.
- Is a confident mathematician who can use data to demonstrate points being made.
- Enjoys a challenge.

# A-Level: R.S. Philosophy, Theology and Ethics

Examination Board: Edexcel

**This subject is available to candidates of any religious persuasion or none.**

St. Paul's is the only school in this area to offer a rigorous academic theological study of the New Testament. This is a crucial element of any university study in the subject and puts candidates at a great advantage in subject specialist areas in further studies

## Course Content and Assessment

### New Testament

Comprising of social, historical and religious context of the New Testament; the person of Jesus in the Gospels; the purpose and authorship of the New Testament; Ways of interpreting Scripture; Conflict, Death and the Resurrection of Jesus; Challenges posed by the New Testament.

### Ethics

Comprising of Environmental Issues; Equality; Utilitarianism; Situation Ethics; Natural Moral Law; War and Peace; Sexual Ethics; Ethical Language; Religion and Morality; Deontology; Virtue Ethics; Medical Ethics with a focus on the beginning and end of life issues.

### Philosophy

Comprising of: Arguments for the existence of God; Religious Experience; The problem of evil and theodicies; Philosophical language; Psychological and Sociological critiques of religion; Life after Death

## Future Uses

Advanced level Religious Studies opens up a diverse range of career options. Religious Studies students are among the most employable as university courses are so varied and all encompassing. Study of the subject at this level creates opportunities for critical thinking, developing an enquiring mind, analytical and evaluation skills, all things that employers are looking for. Therefore any job that requires these skills is supported by an individual's study of Religious Studies at A-Level. A-Level Religious Studies helps develop logical enquiring minds that will enhance the study of every subject at university and in future life.

Career options often pursued as a result of studying Religious Studies: Teaching, Medicine, Law and the Police Force. Find out more at:  
[www.edexcel.com/quals/gce/gce-leg/rs/Pages/default.aspx](http://www.edexcel.com/quals/gce/gce-leg/rs/Pages/default.aspx)

## Entry Requirements

GCSEs must include a minimum Grade 4+ in English and RE

A suitable candidate for Religious Studies (Theology, Philosophy and Ethics):

- Is interested in investigating the 'big questions' relating to human existence, including 'What is good?' and 'Does God exist?'
- Actively contributes to discussions and debates.
- Enjoys reading and critically analysing texts.
- Is a good collaborative learner, willing to share their ideas and theories in others.



# A-Level Sociology

Examination Board: AQA

## Why study Sociology?

Sociology is the study of society, its people and their behaviour. Much of what you study relates to your everyday life and you are provided to unpick a range of issues using sociological theories. The study of sociology does not just focus on the United Kingdom but tackles global issues such as migration, the environment and also globalisation. You will be encouraged to conduct your own research to seek answers to the many questions posed in today's society.

### Course Content and Assessment

#### Paper 1: Education with Theory and Methods

- The study of the role and functions of the education system. Students will discuss the differences in educational achievement of different social groups and also consider the significance of educational policies.
- Students will be required to apply sociological research methods within the study of education. They will have the opportunity to conduct their own primary research.

#### Paper 2: Topics in Sociology

- Families and Households. Students will consider the changing patterns of marriage, divorce, cohabitation and childbearing. They will also study the nature of childhood and the demographic changes within the United Kingdom.
- Beliefs in Society. Students will become familiar with the roles that different beliefs provide within society. They will study examples of different belief systems and explain how beliefs will change depending on social class, age, gender and ethnicity. Students will also consider the impact of globalisation on different belief systems.

#### Paper 3: Crime and Deviance with Theory and Methods

- The study of crime, deviance and social control
- Students will analyse the distribution of crime and deviance across different social groups and study recent patterns and trends within crime rates. They will also consider how crime is punished, controlled and prevented today.
- They will assess a range of sociological theories and the relationships between theoretical views and methodological approaches.

### Future Uses

Sociology is an academic subject which requires you to develop a variety of skills which are transferable to many occupations: Journalism, Education, Law, Police, Probation Service, Social Work and Politics. Studying Sociology will not only allow you to develop your knowledge of social issues but also build a range of transferable skills which will support you in your futures studies and job roles.

### Further Information

For further information see Miss White in S block or visit one of the following web sites:

[www.AQA.org.uk](http://www.AQA.org.uk)  
[www.Sociology.org.uk](http://www.Sociology.org.uk)  
[www.S-cool.co.uk](http://www.S-cool.co.uk)  
<http://loretosoc.blogspot.com>

### Entry Requirements

GCSEs must include a minimum of Grade 4+ in English and Sociology 4+ (if studied).

A suitable candidate for the study of Sociology:

- Enjoys debating current issues within society.
- Reads around the subject to develop their subject knowledge further.
- Is able to keep up to date with current issues within all four topics studied.
- Can analyse and evaluate theoretical studies.
- Is able to conduct and carry out their own research into society.
- Enjoys expressing their ideas in their writing.

# Technical Programmes

## What are T Levels?

T Levels are technical education courses which follow GCSEs. One T Level is roughly equivalent in size to three A levels. These 2-year courses have been developed with employers so that the content meets the needs of industry and prepares students for work.

### What do they involve?

T Level courses contain the following elements:

- a **technical qualification**, which will include:
  - core theory, concepts and skills for an industry area
  - **specialist skills** and knowledge for an occupation or career
- an **industry placement** with an employer lasting at least 45 days

### Why study a T Level Programme?

T Level courses have been designed with leading employers, to give students the knowledge and professional skills needed to progress into work, further study or an apprenticeship.

### What are the entry requirements?

Students will receive a contextual offer following a robust interview process. Requirements include Grade 4+ in Maths and English. One Grade 4+ (or equivalent) should be in a relevant subject. E.g. Science or Business. If no Grade 4+ in Maths or English, there will be a further interview.

*"It has everything I need for the career I want to go into. What T Levels do that other courses don't is show the clear progression route. Most importantly for me, it offered a variety of modules and has a great balance of practical and theory."*

Radhika Raithatha

# T Level: Health

## Introduction

The course is equivalent to three A Levels. This 2-year course has been developed with employers so that the content meets the needs of industry and prepares students for work. Employers involved in designing the T Level in Health include NHS Trusts, Care Tech Community Services Ltd and Health Education England.

## Why study a technical programme in Health?

Students will develop an understanding of a broad range of issues relevant to the sector, including:

- Good Scientific and Clinical Practice – an understanding of Standard Operating Procedures, management of equipment and work areas and stock controls and product storage.
- Science concepts – an understanding of structure and function of cells and tissues, genetic information and genetics and microbiology.
- Working within the Health and Science sector – an understanding of purpose and importance of quality standards, quality management and audit processes, and ethics and Codes of Conduct.
- Topics specific to health including providing person centred care, human anatomy and physiology and diseases and disorders.

### What are the specialisms?

- Supporting Healthcare.
- Supporting the Adult Nursing Team.

### Progression

This course is suitable for anyone wanting a career in the health sector. Career options might include Nursing and Healthcare Support Worker. Students can also use this T Level to progress to a related higher-level apprenticeship, higher technical qualifications or a university degree.

### Entry Requirements

Contextual offer following a robust interview process. Requirements include Grade 4+ in Maths, English and Science. If no Grade 4+ in Maths or English, there will be a further interview.



# T Level: Healthcare Science

## Introduction

The course is equivalent to three A Levels. This 2-year course has been developed with employers so that the content meets the needs of industry and prepares students for work. Employers involved in designing the T Level in Healthcare Science include GlaxoSmithKline, National School of Healthcare Science and Great Ormond Street Hospital.

## Why study a technical programme in Healthcare Science?

Students will develop an understanding of a broad range of issues relevant to the sector, including:

- Working within the Health and Science sector – an understanding of purpose and importance of quality standards, quality management and audit processes, and ethics and Codes of Conduct.
- Core science concepts – an understanding of microbiology, immunology, chemical analysis of substances and genetic information and genetics.
- Managing information and data within the Health and Science sector – an understanding of recording and reporting information and data, confidentially, and data protection legislations.
- Topics specific to healthcare science including infection prevention and control in healthcare science settings, genomics and medical physics.

### What are the specialisms?

Assisting with healthcare science.

### What is the industry placement?

T Level students will spend around 20% of their course on an industry placement with an employer. These typically last for around 9 weeks and allow students to put their new knowledge and skills into practice and gain confidence in the workplace. Individual employers and training providers agree how the placement will work – whether as a block of time, a series of day releases or a combination of both. The school will support students in finding a suitable and reliable work placement for example NHS Trusts.

### Progression

This course is suitable for anyone wanting a career in the healthcare science sector. Career options might include Laboratory Technician, Biomedical Engineer and Healthcare Science Assistant. Students can also use this T Level to progress to a related higher-level apprenticeship, higher technical qualifications or a university degree.

### Entry Requirements

Contextual offer following a robust interview process. Requirements include Grade 4+ in Maths, English and Science. If no Grade 4+ in Maths or English, there will be a further interview.

# Vocational Programmes at Level 3



## Context

The Department of Education (DFE) are currently working through a range of reforms at Key Stage 5 and so we are still working in a shifting landscape. The DFE realise there needs to be a range of other high-quality qualifications for students to choose from, either as an alternative to a T Level, or as part of a mixed study programme including A-levels.

Work experience and non-qualification activities will continue to be an important part of the study programmes for all students.

### What are AAQs?

AAQs are scholarly in nature and designed to help learners move into higher education (university) with a greater sense of clarity and purpose. AAQs come in two different sizes:

- **Small AAQs** have been designed to be studied alongside A-levels in a blended study programme. A small AAQ is equivalent to 1 A-Level.
- **Large AAQs** are designed to be studied on their own or alongside one A-level. A large AAQ is equivalent to 2 A-Levels.

### What are Additional and Legacy Courses (BTEC qualifications)?

Applied general qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students that want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A-Levels.

- BTEC Level 3 Extended Certificate is equivalent to 1 A-Level
- BTEC Level 3 National Diploma is equivalent to 2 A-Levels

### The Practical Approach to Study

The BTEC qualifications use a combination of assessment styles to give students confidence they can apply their knowledge to succeed in the workplace and have the study skills to continue learning on higher education courses and throughout their career. This range of vocational assessments, both practical and written, mean students can showcase their learning and achievements to best effect when they take their next step, whether that's supporting applications to higher education courses or potential employers. As a result, students for whom this is the best approach, become more engaged and motivated, as they can see the progress they have made through the course rather than waiting until the end to sit an exam.

### Equivalences and Progression

AAQs and BTEC Level 3 qualifications are the equivalent to A-Levels, so vocational students can go on to university or start their career straight from school. These qualifications are highly valued by universities, further education colleges and employers alike.





# AAQ Level 3 Cambridge Advanced National in Applied Science

## Why study Applied Science (AAQ)?

**AAQs - Alternative Academic Qualifications** provide an alternative pathway to employment and higher education; the focus is on how Science is applied in the workplace. It will provide you with the skills and knowledge underpinning all aspects of Science across a variety of industries. Within the course you will be undertaking practical work, investigating phenomena, reporting your findings as well as writing scientifically. The course is unique amongst the Science courses because it covers the three main disciplines of Science: Biology, Chemistry and Physics.

## Who Should Study AAQ Applied Science?

Applied Science is particularly suitable for students who would like to pursue a more 'applied' course at University, for example: Environmental Science, Forensic Science, Human Physiology, Applied Science degrees or Higher National Diplomas. It is also ideal for those wishing to work in a laboratory, chemical manufacturing or similar roles. AAQ Applied Science is not suitable for those wishing to study Medicine, Dentistry, Pharmacy, Pure Science or similar degrees, although it can lead to a Foundation Degree after which you may be able to apply for one of these.

The ideal AAQ Applied Science student will...

- work hard throughout the two years
- meet tight deadlines
- be self-critical
- be able to act upon feedback
- be motivated to succeed
- work on more than one project at a time
- manage your time effectively
- work independently and as part of a team
- Complete Science content exams
- Apply and evaluate the scientific process

## What You Will Study

There is one externally examined unit and one internally assessed unit. You will study two key practicals for each of these components to be assessed as part of section D of the exam.

Section A (Biology)	Section B (Chemistry)	Section C (Physics)	Section D
1. Cell structure and microscopy 2. Bioenergetics 3. Structure and function of biological molecules 4. Biodiversity and ecosystems	1. Atomic structure and the Periodic Table 2. Quantitative chemistry 3. Structure and bonding 4. Rates of reactions and enthalpy changes	1. Electricity 2. Motion 3. Medical physics	1. Practicals

In the internally assessed unit you will learn about the role of a research scientist in industry by learning how to conduct your own scientific investigation. You will develop the skills to research, plan and risk assess your investigation before safely undertaking the practical tasks.

1. Planning a scientific investigation
2. Performing a scientific investigation
3. Analysing and communicating results
4. Evaluating a scientific investigation

### Entry Requirements

Blended Pathway: subject specific entry requirements have been met. Average GCSE Grade across 8 subjects is Grade 3+)



# AAQ: Health and Social Care

Examination Board: Edexcel/Pearson

## Why study Health and Social Care (AAQ)?

Students will develop the following knowledge and skills from the Units studied in Health and Social Care:

- Professional values and skills expected of professionals.
- Organisational and critical thinking skills.
- Cultural and social intelligence when working with individuals with different needs.
- Interpersonal skills required when working with others, including compassion and empathy.
- Responsibilities of professionals to be adaptable and innovative in delivering care.
- Management of own time and learning.

Students will develop knowledge and skills throughout this qualification that are key to health and social care related degrees. Students also have the potential to develop transferable and study skills becoming well-rounded individuals, better prepared for the demands of Higher Education.

### Course Content and Assessment

The Health and Social Care (AAQ) allows students to engage in a broad investigation of various aspects of the health and social care sector. There are two mandatory examined units which are Human Lifespan Development and Human Biology and Health. There are two internally assessed units Principles of Health and Social Care Practice and Promoting Health Education.

The internally assessed units give students the opportunity to engage in applied knowledge and understanding tasks to develop their health and social care knowledge.

The qualification is designed to be taken alongside A levels as part of a study programme.

### Progression

This course is suitable for anyone wanting a career in the health sector. Career options might include Nursing, Social Work, along with subjects Allied to Health. Students can also use this programme to progress to a related higher-level apprenticeship, higher technical qualifications or a university degree.

### Entry Requirements

A Level 2 Pass in Health and Social Care (if studied at KS4) is needed to study this programme.



# AAQ: Information Technology (IT)

Examination Board: OCR

## Why study a Level 3 Qualification in IT?

In today's society, we are living in a truly modern and evolving digital environment. This qualification provides fundamental knowledge of Information Technology covering the role and implications of using Information Technology systems and cyber-security threats and how to manage attacks. It will develop important skills for creating websites to meet a specific purpose and to manage data through the development of a relational database solution.

### Course Content and Assessment

This course comprises of four mandatory units. The first two mandatory units are Unit 1 - Information Technology Systems and Unit 2 - Cyber Security and Incident Management which are both theory units assessed by a written examination.

The final two mandatory units are Unit 3 - Web Development and Unit 4 - Relational Database Development which are both a mixture of theory and practical and are assessed by the completion of coursework known as a Pearson Set Assignment.

### Progression

This qualification is designed for learners with an interest in the Digital sector and aiming to progress to higher education as a route to graduate level employment. It can lead to progression to the following degrees:

- BA Business Studies
- BSc Information Systems
- BSc Computer Science

### Entry Requirements

A minimum of a Level 2 Pass in Digital Information Technology (if studied at KS4), is needed to study this programme.

# BTEC Level 3 Extended Certificate in Business

Examination Board: Edexcel



## Introduction

This course is equivalent to one A-Level. It is made up of four units. The course enables students to combine up-to-date industry knowledge with the right balance of practical, research and behavioural skills needed to succeed in higher education and in their careers.

## Why Study BTEC Business?

It does not matter what you do after Post-16, this course will be relevant!

Whether you continue with your education at university, get a job or organise an apprenticeship, BTEC Level 3 Extended Certificate in Business will help you to understand organisations whether profit making or not and equip you with skills needed to embark upon a successful career.

### Course Content and Assessment

The course is made up of four units of work. Two units are assignment based and assessed internally. Two units are externally assessed through one controlled assessment and one written exam. Each unit is based on real life organisations which you will already have an understanding of, making the work you do relevant and realistic.

Some of the units which are currently run on the BTEC Level 3 Extended Certificate in Business are Exploring Business, Developing a Marketing Campaign and Personal and Business Finance.

### Progression

BTEC Level 3 Extended Certificate Courses are internationally recognised and therefore you can progress straight into employment. Examples of jobs which are suitable following BTEC Level 3 Business are Department Managers, Trainee Accountants, Marketing Assistants and HR Managers. You can also progress onto further higher education such as university degrees or work based schemes such as apprenticeships.

### Entry Requirements

A Level 2 Pass in Business (if studied at KS4), is needed to study this programme.

# BTEC Level 3 National Diploma in Business

Examination Board: Edexcel



## Introduction

This course is equivalent to two A-Levels and is made up of eight units. The course enables students to combine up-to-date industry knowledge with the right balance of practical, research and behavioural skills needed to succeed in higher education and in their careers.

## Why Study BTEC Level 3 Diploma in Business

It does not matter what you do after post-16, this course will be relevant!

Whether you continue with your education at university, get a job or organise an apprenticeship, BTEC Level 3 Diploma in Business will help you to understand organisations whether profit making or not and equip you with skills needed to embark upon a successful career.

### Course Content and Assessment

The course is made up of eight units of work. Five units are assignment based and assessed internally. Three units are externally assessed through two controlled assessments and one written exam. Each unit is based on real life organisations which you will already have an understanding of, making the work you do relevant and realistic. Some of the units which are currently run on the BTEC Level 3 Diploma are *Exploring Business*, *Personal and Business Finance*, *International Business and Recruitment and Selection Process*.

### Progression

BTEC courses are internationally recognised and therefore you can progress straight into employment. Examples of jobs which are suitable following completion of BTEC Level 3 Diploma are Department Managers, Trainee Accountants, Marketing Assistants and HR Managers. You can also progress into further higher education, such as university degrees or work based schemes such as apprenticeships.

### Entry Requirements

A Level 2 Pass in Business (if studied at KS4), is needed to study this programme.

# BTEC Level 3 Extended Certificate in Sport



## Why study BTEC Sport?

If you enjoy learning about different topics in Sport such as Anatomy and Physiology, fitness training, psychology and professional development within sport this is the course for you. During this course you will assess the lifestyles of others, develop fitness and lifestyle programmes, you will use your research skills to assess the possible professional developments within sport, you will look at a number of theories of psychology and use those to explain behaviour and performance.

### Course Content

In year 12 you will cover the following units: Anatomy and Physiology (examined unit) and Professional Development in the Sports industry (coursework unit)

In year 13 you will cover the following units: Fitness Training and Programming for Health, Sport and Well-being. (externally assessed unit) and Sports Psychology (coursework unit)

This course is equivalent in size to 1 A-Level. 67% of the course is externally assessed. 2 coursework units and 2 externally assessed.

### Skills Required

You will need: an interest in Sport and Sport Science in the wider context; the ability to organise work, meet deadlines and follow assessment criteria when producing portfolios and the ability to research from a variety of sources including the internet, books and newspapers. You will need to apply knowledge to produce high quality coursework and give your opinion on a range of topics. You will need revision skills and techniques for the examined units.

### Progression

The course is designed to lead students towards either employment or higher education. Employment opportunities include: the health and fitness industry, sports psychology, sports coaching, sports development and sports therapy. Degree or HND courses including Sport and Exercise Sciences, Sports Therapy or Coaching Science could also be accessed via this course.

### Entry Requirements

A Level 2 Pass in Sport Studies (if studied at KS4), is needed to study this programme.

# BTEC Level 3 National Diploma in Sport



## Why study BTEC Sport?

If you enjoy learning about different topics in Sport such as Sports Nutrition, Sports Psychology, Exercise Physiology, Fitness Testing and Developing Training Programmes and many more this course is for you. During this course you will assess the lifestyles of others, develop fitness and lifestyle programmes, create rehabilitation programmes, lead others, investigate the professional development in sport and look into the business element of sport and leisure.

### Course Content

In year 12 you will cover the following units: Anatomy and Physiology, Professional development in the Sports Industry, Application of Fitness Training, and Investigating Business in the sport and Active Leisure Industry.

In year 13 you will cover the following units: Fitness Training and Programming for Health, Sport and Well-being, Sports Leadership, Sports Psychology, Skill Acquisition, Sports injury Management.

This course is equivalent in size to two A-Levels. 45% of the course is externally assessed. 6 coursework units and 3 externally assessed units.

### Skills Required

You will need: an interest in Sport and Sport Science in the wider context; the ability to organise work, meet deadlines and follow assessment criteria when producing portfolios and the ability to research from a variety of sources including the internet, books and newspapers. You will need to apply knowledge to produce high quality coursework and give your opinion on a range of topics. You will need revision skills and techniques for the examined units.

### Progression

The course is designed to lead students towards either employment or higher education. Employment opportunities include: the health and fitness industry, sports psychology, sports coaching, sports development and sports therapy. Degree or HND courses including Sport and Exercise Sciences, Sports Therapy or Coaching Science could also be accessed via this course.

### Entry Requirements

A Level 2 Pass in Sport Studies (if studied at KS4), is needed to study this programme.

# Sixth Form GCSE English and Mathematics

New legislation governing education means that all students in the Sixth Form must study English and / or Mathematics at GCSE if they have not already achieved a grade 4 or above in either of these subjects. We are also able to offer functional skills as a 'stepping stone' qualification to GCSE.'

Sixth Form students have their own re-take GCSE lessons taught by specialist English and Mathematics teachers. The delivery of the course and the course content is tailored to meet the needs of the older student,

The achievement of a Grade 4 in these subjects is vital for progression onto many apprenticeships and all University courses.

## Enrichment Qualifications

*"Research shows that 70% of businesses believe extra-curricular activities make job-seeking school leavers and graduates stand out from the crowd ...This isn't because these activities make good conversation topics at the water cooler, but because of the attributes that they allow participants to develop. Skills such as leadership, communication and budget management are increasingly in-demand in the workplace, where new recruits are perhaps technically able but lacking the transferable skills that are needed to succeed."*

(Prospects 2016)

Grades are important, but as research suggests, it is the other things that young people take part in and experience that often makes the difference and leads to success. At St Paul's Sixth Form we believe this entirely so we offer a huge variety of opportunities for our Sixth Form students to become involved in. They include additional qualifications, short courses in different topics, volunteering, expeditions, work experience and an opportunity for students themselves to start and lead clubs and groups. The skills and qualities that our Sixth Form students develop and enhance through these opportunities are just as vital as the ones they develop in academic study. In addition to this benefit these opportunities allow Sixth Form students at St Paul's to take a caring and giving role in the school and local community, adding value to other people's lives, something which at St Paul's we place great importance on.

Enrichment occurs at all times during the school week. It can occur in and out of school, allowing Sixth Form students the opportunity to manage their time flexibly and make arrangements that suit them. Each Sixth Form student will have a unique Enrichment experience which is often self-managed, although we are always here to help!

Some of our Enrichment opportunities are described below, but this is by no means all of them!

### **Sports Leaders**

Provides nationally recognised leadership awards and qualifications that help people develop essential life skills such as organisation, motivation, communication and working with others. All of the awards and qualifications are practical - candidates learn by doing rather than through written work. Assessment is made upon a candidate's ability to lead and demonstrate their leadership skills for a certain period of time, within a specific setting.



# Enrichment Qualifications continued

## **STEM Leaders**

Opportunity to achieve a nationally recognised leadership award and qualification which demonstrates interpersonal skills, organisation, leadership, ambition and drive. Candidates will promote Mathematics with younger children and will help shape the Mathematics programme and Mathematicians of the future.

## **DofE**

Encourages young people to take part in a practical expedition which they plan and complete, develop a skill to a recognised standard and take part in a voluntary project in the community. These elements help young people experience a variety of situations, people and problems which help them to develop the necessary transferable skills needed in today's busy working environment.

## **Volunteering**

Can be undertaken internally within school or externally at other organisations. It can be fitted in to times when Sixth Form students are not in timetabled lessons or sessions, which allows Sixth Formers to independently manage their enrichment activity.

## **Future Learn**

A nationwide recognised training body which offers the opportunity to take part in short online courses in a huge variety of topics. If you are fascinated by WW1 heroism or have a passion for writing fiction, these courses could be for you.

## **Arts Award Gold**

Allows Sixth Form students to independently develop awareness of the Arts and build skills such as Arts related event management.

# The Application Process for 2025 Start

## Timeline

Thursday 26th September 2024 & Monday 30th September 2024	T-Level Meet and Greet: Registration of interest
October 2024	Prospectus published T-Level pre-interviews
Thursday 28th November 2024	Open Evening
November 2024	Year 11 PPE Examination period
Tuesday 10th December 2024	T-Level Information evening for parents
Wednesday 8th January 2025	Online applications open
Thursday 30th January 2025	Deadline for the completion of online application forms.
February/March 2025	Applicant interviews for St Paul's students. The offer of a place is confirmed in writing.
June 2025	Year 12 Orientation Day
Thursday 21st August 2025	GCSE Results Day. Further appointments are available for students seeking advice about Year 12 choices.
End August 2025	Additional appointments for students.
Wednesday 4th September 2025	Full Time school starts at 8.50 am

## How to fill in your application form

- Complete the personal details.
- Select courses required in consultation with parents, subject teachers, form tutors, etc. to ensure that you make the best choice. Choose no more than one subject per column.
- Students should choose 3 A-Level or Vocational Level 3 courses or one Technical programme.
- Students who choose the Bridging Programme should do so by selecting that programme only.
- Students should also indicate if they wish to choose the EPQ and Statistical Techniques, Critical Path & Risk Analysis or Graphical Techniques.
- Complete the online application by **Thursday 30th January 2025**.



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